



School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Faculty: Creative Arts- Art

Subject Vision: Our aim in Creative Arts is to stimulate creativity through our students, allowing them to articulate through expression in their work. We inspire students to develop their skills regardless of ability and motivate them to achieve their highest potential in a holistic environment using a multidisciplinary approach. We aim to create a deep appreciation of the Arts and our place within the real world.

[Curriculum Policy](#)

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Still Life		Cubism		Pop Art	
	National Curriculum references & links	The KS3 National curriculum explores the history of art, craft, design, and architecture, including periods, styles and major movements from ancient times up to the present day. All students must be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.					
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.	Written feedback provided on success of the finished still life artwork based on the assessment criteria.	Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.	Written feedback provided on success of the finished still life artwork based on the assessment criteria.	Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.	Written feedback provided on success of the finished still life artwork based on the assessment criteria.

<p>Formative Assessment</p> <p>Hope Academy Assessment Model.docx Subject Assessment Model Overviews</p>	<p><i>Student responses to marking. Self-assessment of still life drawing skills.</i></p>	<p><i>Student responses to marking. Peer assessment for end of project outcomes.</i></p>	<p><i>Student responses to marking. Self-assessment on their cubism skills.</i></p>	<p><i>Student responses to marking. Peer assessment for end of project outcomes.</i></p>	<p><i>Student responses to marking. Self-assessment on their Pop Art skills.</i></p>	<p><i>Student responses to marking. Peer assessment for end of project outcomes.</i></p>
<p>Intent & Rationale:</p> <p>Topic 1 Still Life: <i>The Year seven still life art project is the first project of the year for these students and one that welcomes them to Art at Hope. This project has been designed to give our students the correct tools to progress and develop themselves as artists, creators and makers. Contextually, Students will know and be able to explain what still life is and recognise several different Still Life artist’s works. They will be able to explain what skills are used to create a Still life artwork and be able to articulate how they can create one and why. Throughout this topic the students will be taught the basics of formal elements which is what they will build upon during their time in Art at Hope. We teach our students various skills in this topic. This includes the use basic use of Line, Shape, Tone, Texture, and Colour. We mostly cover these through expert modelling and live feedback. By the end of this topic, students should be able to demonstrate each of the formal elements on a basic level.</i></p> <p>Topic 2: Cubism- <i>The Year seven Cubism project is designed to link to the initial still-life project. Contextually, students should understand and know about colour theory, particularly hot and cold colours and be able to identify Cubism Artwork, by explaining key features and attributes of work done in this style. They should also be able to name many cubist artists and understand their work. Skill wise, students should be able to apply solid block colour now using paint and understand how to create hard edge painting. They should be able to create their own simple design that is clearly linked to the Cubism genre. Their drawing skills should be constantly developing, and students should be able to demonstrate this through the abstract, still life work they make during this project, they will be leaning about spatial composition and design. Finally, students should have a basic understanding at this point of the difference between realistic and abstract artwork.</i></p> <p>Topic 3 Pop Art: <i>The Year seven Pop art project is the final project of the year and is designed to pull together some of the skills students have learned throughout the year and allow students to them with a little more freedom. Contextually, students should understand and know about colour theory, particularly primary and secondary colours and also be able to identify Pop Artwork, by explaining key features and attributes of work done in this style. They should also be able to name several Pop Artists and give some simple facts about their work. Skill wise, students should be able to apply solid block colour now using both wet and dry media and be able to create their own simple design that is clearly linked to the Pop Art genre. Their drawing skills should be constantly developing, and students should be able to demonstrate this through the observational copies of logos they make during this project.</i></p>						
<p>Reading & Literacy: References to key texts/books throughout the year that students are exposed to - Literary Canon Overview ART.docx</p>						

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Architecture		Mexico		Insects	
	National Curriculum references & links	The KS3 National curriculum explores the history of art, craft, design, and architecture, including periods, styles and major movements from ancient times up to the present day. All students must be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.					
	Summative Assessment	<i>Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.</i>	<i>Written feedback provided on success of the finished still life artwork based on the assessment criteria.</i>	<i>Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.</i>	<i>Written feedback provided on success of the finished still life artwork based on the assessment criteria.</i>	<i>Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.</i>	<i>Written feedback provided on success of the finished still life artwork based on the assessment criteria.</i>
	Formative Assessment	<i>Student responses to marking. Self-assessment of still life drawing skills.</i>	<i>Student responses to marking. Peer assessment for end of project outcomes.</i>	<i>Student responses to marking. Self-assessment of still life drawing skills.</i>	<i>Student responses to marking. Peer assessment for end of project outcomes.</i>	<i>Student responses to marking. Self-assessment of still life drawing skills.</i>	<i>Student responses to marking. Peer assessment for end of project outcomes.</i>
<p>Intent & Rationale:</p> <p>Topic 1 Architecture: <i>The year 8 Architecture project has been designed to build from previous skills learned in Year 7 and to develop them further as artists, creators and makers. Contextually, the students will understand Architecture and different artists who use and are inspired by Architecture in their work. Throughout this topic they will use previous formal element skills learned in Year 7 and continue to build these through imaginative drawing and developing their composition and design skills. The students will also work with colour pencil and use more advance techniques. We cover all these skills through modelling and live feedback throughout the topic.</i></p> <p>Topic 2: Mexico: <i>The Mexico project has been created to develop students drawing, mark making and painting skills whilst teaching them about Culture and Diversity. Conceptually, by the end of this project, students will be able to articulate information and cultural knowledge about Mexico, Day of the Dead, and Mexican artists. Throughout the term, students will work on a variety of skills including design, drawing, mark making and painting. These skills all build from the formal elements that they covered in Year 7. We cover all these skills through modelling and live feedback throughout the topic.</i></p> <p>Topic 3 Insects- <i>This project is the final project of the year and is designed to develop both drawing skills and 3D design skills. Contextually, students should understand what 3D means and identify types of sculptural art. Students should be introduced to the work of Artists who are inspired by insects and be able to talk about their work. Skill wise, students should be able to create simple 3D structures using a range of techniques. Their drawing skills should be constantly developing, and students should be able to demonstrate this through the observational drawings of insects that they create. We cover all these skills through modelling and live feedback throughout the topic.</i></p>							
<p>Reading & Literacy:</p> <p>References to key texts/books throughout the year that students are exposed to - Literary Canon Overview ART.docx</p>							

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	Natural Forms		Identify and Portraits		Typography and Street Art	
	National Curriculum references & links	The KS3 National curriculum explores the history of art, craft, design, and architecture, including periods, styles and major movements from ancient times up to the present day. All students must be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.					
	Summative Assessment	<i>Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.</i>	<i>Written feedback provided on success of the finished still life artwork based on the assessment criteria.</i>	<i>Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.</i>	<i>Written feedback provided on success of the finished still life artwork based on the assessment criteria.</i>	<i>Students receive a mark of 50 per assessment. Each topic focuses on 5 core skills with each skill marked out of 10 per project.</i>	<i>Written feedback provided on success of the finished still life artwork based on the assessment criteria.</i>
	Formative Assessment	<i>Student responses to marking. Self-assessment of still life drawing skills.</i>	<i>Student responses to marking. Peer assessment for end of project outcomes.</i>	<i>Student responses to marking. Self-assessment of still life drawing skills.</i>	<i>Student responses to marking. Peer assessment for end of project outcomes.</i>	<i>Student responses to marking. Self-assessment of still life drawing skills.</i>	<i>Student responses to marking. Peer assessment for end of project outcomes.</i>
<p>Y9 Intent & Rationale:</p> <p>Topic 1 Natural Forms: <i>The Year nine Natural Forms art project has been designed to give our students the correct tools to progress and develop themselves as artists, creators, and makers. Students will know and be able to explain what Observational Drawing is and practice themselves with real objects to familiarise with proportions and point of view. They will produce a work inspired by Georgia O’Keeffe be able to explain what skills are used to create an observational drawing and to blend oil pastels to get smoothly from one colour to another.</i></p> <p>Topic 2 Identify and Portraits - <i>This project aims to deepen drawing and shading skills with a special focus on proportion and facial features. Students will learn how to use a grid to copy images in the correct scale and place the facial features proportionally in the oval of the face. The second task consists of an abstract portrait inspired by Loui Jover. Students should be able to talk about their work and the technique they used to complete it and how it links to the work of the Artists they have studied. Skill wise, students should be able to create independent designs and apply different techniques like collage, photomontage, block colours, geometrical shapes. Their drawing skills should be constantly developing, and students should be able to demonstrate this through the designs they create for their realistic and abstract portraits.</i></p> <p>Topic 3 Typography and Street Art- <i>This project is the final project of the year and is designed to act as a bridging project to support students in accessing the KS4 curriculum. Contextually, students should understand what typography is, and be able to talk about the work of various graffiti/street artists. They should also be able to talk about how their work links to the work of the Artists they have studied. Skill wise, students should be able to create independent designs and apply a mix and range of materials to their work to decorate it. Their drawing skills should be constantly developing, and students should be able to demonstrate this through the designs they create for their own street art murals.</i></p>							
<p>Reading & Literacy:</p> <p>References to key texts/books throughout the year that students are exposed to - LLiterary Canon Overview ART.docx</p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Topic	Intro to the course, baseline tasks.	Topic choice 1	Topic choice 1	Topic choice 1	Topic choice 2	Topic choice 2
	GCSE Specification Points	AO1,2,3	AO1,2,3	AO1,2,3	AO4	AO4	AO1,2,3
	Summative Assessment	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks.	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks.	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks.	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks.	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks.	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks.
	Formative Assessment	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.
<p>Y10 Intent & Rationale: <i>During Yr10 students begin to develop independent working styles and learn how to manipulate and select which skills, techniques and materials they should use to create their work. The aim of the scheme in year ten is to develop and build confidence in students so that they can work, design and create more independently ready for the externally set task in Yr11 where students are expected to create very personalised work.</i></p>							
<p>Reading & Literacy: <i>References to key texts/books throughout the year that students are exposed to - Literary Canon Overview ART.docx</i></p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Topic	Topic choice 2	Topic choice 2	Unit 2-exam	Unit 2-exam	Unit 2-exam	Course complete
	GCSE Specification Points	AO1,2,3,4	AO1,2,3,4	AO1,2,3,4	AO1,2,3,4	A04	A04
	Summative Assessment	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks	End of half term grades for classwork (1-9 for AO1-4) WWW/EBI written feedback in sketchbooks	Exam-all marking is verbal	Exam-all marking is verbal	Final Assessment of coursework and exam completed by class Teacher and sent to AQA. Standardisation takes place in school with AQA moderator.	
	Formative Assessment	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Students should regularly respond to feedback in sketchbooks. Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback. End of term self-assessment	Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	Verbal feedback is continual and ongoing in Art and forms a major part of assessment and feedback.	
Y11 Intent & Rationale: <i>In yr11,</i>							
Reading & Literacy: <i>References to key texts/books throughout the year that students are exposed to - Literary Canon Overview ART.docx</i>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Introduction to the course and use of cameras.	Topic choice 1	Topic choice 1	Topic choice 1	Topic choice 2	Topic choice 2
	GCSE Specification Points	AO1,2,3	AO1,2,3	AO1,2,3	A04	A04	AO1,2,3

Year 10 Photography	Summative Assessment	General Written Feedback in line with JCQ Guidance	Formative Diagnostic	General Written Feedback in line with JCQ Guidance	Formative Diagnostic	General Written Feedback in line with JCQ Guidance	Formative Diagnostic
	Formative Assessment	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>
	<p>Y10 Intent & Rationale: As an introduction to Photography GCSE Students will be introduced to the necessary skills, techniques and processes including DSLR Cameras, Photoshop, Presentation skills, saving of work, Organisation, Research, Recording from direct observation, Analysis of Photographers work, Analysis of own work, Experiment & Development and final outcomes. Project one is Pattern and Architecture; pupils will be encouraged to photograph Modern and Tradition Architecture, and natural and manmade pattern. They will research suitable artists and/or photographers and utilise their photoshop skills to edit and create outcomes inspired by their research. As the year 10 course progresses, students will be encouraged to explore with increasing independence, a body of coursework which demonstrates the AQA GCSE Assessment Objectives. Students will produce a body of research and experimentation that will culminate in the production of a final outcome using media and materials of their own choosing. In the summer term student will begin project 2 based around Portraiture, Figure & colour.</p>						
<p>Reading & Literacy: References to key texts/books throughout the year that students are exposed to - Literary Canon Overview PHOTOGRAPHY.docx</p>							

KS4 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Photography	Topic	Topic choice 2	Topic choice 2	ESA Prep	EXAM	Moderation and marking	Moderation and marking
	GCSE Specification Points	AO1,2,3	AO1,2,3	AO1,2,3	AO4	AO4	AO1,2,3
	Summative Assessment	General Written Feedback in line with JCQ Guidance	Formative Diagnostic			General Written Feedback in line with JCQ Guidance	General Written Feedback in line with JCQ Guidance
	Formative Assessment	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance.</i>	<i>Continuous verbal feedback in class. End of topic marking using AQA guidance based on the exam paper.</i>	Discussion can only take place between periods of exam conditions		
	Y11 Intent & Rationale:						

In Year 11, students will continue to develop their independence with their personal responses to Project two, which is Portraiture, Figure and colour. Students will use build and develop their photoshop skills and use physical and digital manipulation to generate outcomes that meet the Assessment Objects of the AQA GCSE Guidelines.

The Increasing independence of the students is working towards the setting of the ESA in January. Student's will then work independently to respond to their chosen question in the externally set assignment.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - [Literary Canon Overview PHOTOGRAPHY.docx](#)